

(April to July, 1928.
(September to December, 1928, overseas.)

Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM II. (A and B).

PUPILS' NAMES

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Genesis*, chapters 1-15. Teacher study Paterson Smyth's *Genesis*, lessons 1-8 (Sampson Low, 1/6), to bring the passage home to the children, adding comments if necessary.

II. *St. Matthew's Gospel*, chapters 21-28. Teacher study lessons 16-24 of Paterson Smyth's *St. Matthew* (Sampson Low, 1/6).

Sunday Reading (optional):

A & B (a) *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 3/6). (b) S.P.C.K. *Bible Atlas* (1/-). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). Teacher will find useful *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6). (d) *In the Choir of Westminster Abbey* (Purcell), by E. Marshall (Seeley, 6/-).

A (e) *The Red Book of Heroes*, by Mrs. Lang (Longmans, 5/-). (f) *The Highwayman and other Stories* (Africa), by A. B. Lloyd (C.M.S., 1/-).

B (e) *Heidi*, by Johanna Spyri (Ginn, 3/9).

† The 111th term of work set since the Parents' Union School began.

Sunday occupations:

- A *The Book of Centuries*, see under General History.
Choose and inscribe mottoes and texts, using Bridges' cards 1, 2, 3.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1928). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

- A & B *A New Handwriting** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *The Merchant of Venice*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and natural history. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

- A (a) Stories from work set in History and Reading. (b) verses on events of the day, etc., in the metres of poems read.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.

English Grammar (see N.B. 3.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

- A & B *The Parts of Speech and their Uses*,* by H. W. Household (Macmillan, 1/9). (A), pp. 61-84. (B), pp. 15-27.
or, A (2nd year, for quick revision), *A New English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 40-64, with additional exercises from *Exercises in English Grammar*,* by R. B. Morgan (Murray, 1/9), or continue.

English History.

- A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), chapters 55-57, inclusive, and chapter 61, pp. 494-541 and 578-589 (1649-1689).
Teacher will find useful Quennell's *A History of Everyday Things in England*, Part V. (1600-1699), (Batsford, 3/-).
Take the *Home and Classroom* section of *The Times*: order direct from Times Office (6/- yearly).

French History.

- A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 201-212 (1649-1689).

General History.

- A *The Ancient World*,* by A. Malet (University of London Press, 3/6), pp. 82-115.
Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6. see new illustrated leaflet, by Miss Berman), putting in illustrations from all the history studied during the term (Bible, English, French, General).
Visit The British Museum or local museum: *Babylonia and Assyria*,* by D. A. Mackenzie (Blackie, 1/3), pp. 57-80. *British Museum Guide to the Babylonian and Assyrian Antiquities* (Oxford Press, 2/6); *British Museum Postcards*, series 37-39 (Oxford Press, 1/- each).

Citizenship.

- A Bunyan's *The Holy War** (R.T.S., 3/6), first half. *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), 1926 edition, chapters 8-10 (inclusive).
B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 130-189.

Geography.

- "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. All Geography to be learnt with atlas. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).
A & B *Asia*, by N. B. Allen (Ginn, 4/6), pp. 1-73 (China); or, *The Counties of England, Ambleside Geography Book III*,* (Kegan Paul, 4/-), pp. 199-240, with Philip's supplementary maps of Essex and Middlesex (4d. each).
Round the Empire,* by Sir George Parkin (Cassell, 2/6), pp. 179-214.
A Hakluyt's *English Voyages* (Marshall, 3/-), pp. 1-46.

Natural History,¹ etc.

- A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 33-66.
B Kingsley's *Madam How and Lady Why** (Macmillan, 4/6. or, Dent, 2/-), chapters 10 and 11 (or take A work).

¹ Overseas members see special leaflet

A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 3/9), pp. 1-34: children should make experiments where possible. Or, (2nd year in II.A only), *Wireless*,* by C. R. Gibson (Blackie, 1/3), pp. 5-44. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used.

Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, e.g., visits of insects to flowers. Keep an aquarium (from Messrs. Flatters & Garnett Ltd., 309 Oxford Road, Manchester), see *The School Aquarium*, Parts I. and II. (S.N.S.U. leaflet, 2½d. each). *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Titian (P.N.E.U. Office, 2/-). See notes for teachers in the April *Parents' Review*, also *Home Education*, pp. 307-311.

French 2 (see N.B. 3).

A & B *French Lessons on the Direct Method, Junior Book*,* by Marc Ceppi (Hachette, 2/-), lessons 1-5, inclusive; or, more advanced: *Nouveaux Pas en Français*,* by M. Chapuzet and W. Daniels (Harrap, 2/6), Lessons 11-15. Optional (A) (for narration), *Le Petit Bonhomme* (Blackie, 6d.); (B) *Tableaux Auxiliaires Delmas* (Hachette, Series II., 2/-).

Recueil de Poèmes,* Vol. I., by J. Molmy (Blackie, 6d.).

Latin (see N.B. 3).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,* by M. C. Gardner, M.A. (Oxford Press, Part I., 1/6), Term II.

Arithmetic (see N.B. 3).

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by H. Bompas Smith (Methuen, 2/6), pp. 85-96, 52, 53. Revise Tables.

B *A New Junior Arithmetic*,* pp. 1-33, or, continue.

A & B Much care with tables and rapid oral work. For additional examples see Ballard's *Fundamental Arithmetic* (University of London Press), Teacher's Books II. (2/-), III. (2/3), IV. (2/3). Pupil's books (10d. and 1/-).

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

² Schools may substitute the national language.

Geometry or Algebra (2nd year in II.A). (See N.B. 3.)

(a) *A Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 14-29; or, (b) *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 9, 17-19, 22-25. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

Drawing.

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Flowers in brush-drawing. Studies of doors, and objects with wheels. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: work should be done with brush and in colour, pencil should not be much used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Genesis*, e.g., chapter 2, and from *St. Matthew's Gospel*, e.g., ch. 25, (b) Psalm 105, (c) a hymn, and (d) one of the following:—a scene from Shakespeare's *The Merchant of Venice*; fifty lines from *Lyra Heroica** (Macmillan, 3/6); two poems from *The Way of Poetry*, an anthology, compiled by J. Drinkwater (Collins, 2/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *The Merchant of Venice** (Blackie; Plain-text Edition, 6d.). Scott's *Old Mortality** (Nelson, 1/6). Bunyan's *Holy War*,* first half.

A Bulfinch's *Age of Fable** (Dent, 2/-), pp. 68-97.

B *The Heroes of Asgard*,* by A. & E. Keary (Macmillan, 3/6), pp. 1-58.

Music.

(a) Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6); or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

Purcell, see under "Our Work" (April P.R.).

Singing.

The National Song Book, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). Songs set on music programme, April P.R.

On Music Teaching, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Folk-Songs of France*, Book 1 (Novello, 2/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 19 and 20 (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 41 and 43 (Curwen, 3/-).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharp, Set 1 (Novello, 1/-). *Scandinavian Dances*, Series II. (Ling Association, 11d.). Ex-Students take House of Education Drills. Teacher may find useful *How to Teach School Dances* (Evans, 4/6). Tennis, cricket, rounders.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make four models: (Materials from Philip & Tacey Ltd., 69, High Street, Fulham, London, S.W. 6.): Ambleside students take House of Education Models. *A Manual of Clay-modelling*, by H. Unwin (Longmans, 4/6): make six models. *Simple Stitch Patterns for Embroidery*, by Anne Brandon-Jones (Batsford, 2/6). Make toys from *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Held the "Save the Children Fund," address: 26 Gordon Street, London, W.C.1.

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. In II.A the work lasts two years (average ages, 10 and 11).

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (wide or medium ruling) and squares: special clipped book post envelopes, 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2½ a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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FORM II., (A & B).

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. Describe how Noah went forth from the ark and the covenant God made with him.
2. Tell a story to show (a), Abraham's generosity, or, (b), his faith in God.
- A 3. How did temptation come to Adam and Eve? How does it sometimes come to us?
- II. A & B 1. Tell fully the Parable of the Talents. What may we learn from the man who would not use his talent?
2. (a), "Is it lawful to give tribute unto Caesar or not?" (b), "By what authority doest thou these things?" Give our Lord's answer to one of these questions.
- A 3. "Peter followed Him afar off into the High Priest's Palace." Describe the testing of St. Peter. What lesson may we learn?

Writing. (Writing also should be considered in each answer).

Write A, (four), B, (two), lines of poetry from memory.

Dictation (unprepared). (Spelling also should be considered separately in each answer).

- A The beginning of Bunyan's *Holy War*, "In my travels . . . very sweet air."
- B *The Merchant of Venice*, Act V., Scene I. Portia: "That light we see . . . in a naughty world."

Composition.

- A & B 1. A scene, which brings in your favourite character, from *The Merchant of Venice* (not learned by heart), or from *Old Mortality*.
2. Write in prose or verse on one of the following,—(a), A wonderful journey in the air; (b), The building of the city of Asgard; (c), Diabolus; (d), Psyche.

English Grammar.

1. Analyse, parsing the words in italics,—
“Thus *among* the rocks he *lived*,
Through *summer* heat and winter *snow* :
The eagle he was lord *above*,
And Rob was lord below.”
2. (Second Year.) Write three sentences containing Adjective phrases and three containing Adverb phrases.
3. Give two verbs of Incomplete Predication. Make three sentences using each,
- or, (First Year.) 2. Give examples, in sentences, of (a), two adverbial infinitives, (b), two complementary infinitives, (c), two nouns used adverbially.
3. What work is done by subordinate clauses? Make compound sentences to show the work of three kinds of subordinate clause.
- B 1. Pick out the subjects and verbs in the verse above.
2. Make five sentences, using a different kind of adjective in each. Name each adjective and show what work it is doing.

English History.

- A & B 1. Describe the turning out of the “Rump” of the Long Parliament by Cromwell.
2. “The king has got his own again.” Give some account of the Restoration of Charles II.
3. What do you know of two of the following,—(a), Monmouth's insurrection, (b), the Test Act and the trial of the Seven Bishops, (c), the invitation to the Prince of Orange.
- A 4. Write a short account of (a), John Milton, or, (b), John Bunyan.

French History.

- A 1. “It is said that Louis XIV. laboured for glory rather than for his people's good.” Give instances which illustrate this statement.
- B 1. Tell what you know about Louis XIV.

General History.

- A 1. “Sparta was naturally a fortified camp inhabited by a race of soldiers.” Give some account of the town and its people.
2. Give (a), some of the notes, and, (b), a rough sketch of one of the drawings you have entered in your Century Book in connection with Babylonia.

Citizenship.

- A 1. Describe (a), how Diabolus took the famous town of Mansoul, or, (b), how the good King sent four noble captains to win Mansoul back to obedience.
2. What four great rules are observed in Courts of Justice wherever the law of England is carried out? What do we mean when we say that “the law is no respecter of persons”?
- B 1. Tell the story of “The Two Fabii.”

Geography.

- A 1. Describe, briefly, the great waterways of China.
2. Show, by a rough sketch-map, where the following regions are situated in Africa,—Bechuanaland, Basutoland, Zululand, Rhodesia, Sierra Leone, Nigeria. What do you know of Rhodesia?
3. Describe Sir Hugh Willoughby's last voyage.
- or, A & B 1. (a), Describe the course of the Thames from Oxford to London: make a map, putting in the towns on the banks, or, (b), Describe a visit to London.
- B 1. Describe the life of a Chinese farmer.
2. Say exactly where you would find the following on a map,—(a), Gibraltar, (b), Malta, (c), Cyprus, (d), the Suez Canal. Describe (d).

Natural History.

- A 1. Describe, with diagrams, three of the lasso-throwers of the ponds.
2. What is a planet? Make drawings of two of the giant planets as seen through the telescope. What do you know about their moons?
- (Second Year in II.A only),
- or, 2. “We may form some idea of the action of electric waves by picturing water waves.” Can you explain this? What do you know of Marconi and his work?
- B 1. “All the world is in the hayfield.” Mention some of the things you would find in one.
- or, 1. How do sponges live and grow? Make drawings.
2. Describe how to make a map that shows the sun and planets.

Picture Study.

Describe the St. Christopher, by Titian.

French.

- A 1. Write, in French, a short conversation (a), between Louis, Cécile and Uncle André "dans le Musée" (*Chapuzet*), or, (b), between Pierre, Marie and their mother at breakfast (*Ceppi*).
2. Describe, in French, a village where you would like to spend a holiday.
3. Write five commands, using the Imperative of the verbs,—*avoir*, *être*, *savoir* (*Chapuzet*),
- or, 3. Ask five questions, using the Present Indicative tense of the verbs,—*manger*, *se lever*, *préparer*, *avoir faim*, *planter* (*Ceppi*).
- B 1. (Oral.) Describe, in French, a garden you know.
2. (Written.) Write a French sentence about each of five rooms in your house or school.

Latin.

- A 1. Write, with meanings, the Future Indicative Active of "monco"; and, without meanings, that of "rego."
2. Decline "Una simia."
3. (a), Translate § 9 (b), paragraph 2 (Olim . . . amici). (b), read again the Latin of (a) then write a Latin narration.

Arithmetic.

- A 1. Find the smallest number that will contain exactly 12, 15, 20, 24, 25.
2. Two coils of wire 280 feet long and 455 feet long have to be cut into lengths of the same size, as long as possible. How long are they?
3. A man bought 3 dogs for £2 : 15 : 0 each. He sold them so as to gain in all £1 : 10 : 0. What was each sold for?
- B 1. A man bought 7 cows at £12 : 10 : 0 each. What change had he left out of £100?
2. How many farthings are there in £2 : 17 : 4½?
3. Six boys in turn jump the following heights,—3 feet 5 inches; 3 feet 7 inches; 3 feet 10 inches; 4 feet 2 inches; 4 feet; 3 feet 6 inches. What is the average jump?

Geometry.

1. With the protractor make an angle of 45°; then with ruler and compasses make an angle 4 times as big. What do you notice about this angle?
2. Make a triangle ABC, with BC=2 inches $\hat{B}=75^\circ$, $\hat{C}=62^\circ$. What is the size of \hat{A} ?

or, Algebra.

1. If $a=4$, $b=5$, $c=2$, find the value of (i.) $2abc$, (ii.) $3c^2$, (iii.) $\frac{ab^2}{c^2}$, (iv.) $\frac{5a^2c^2}{2bc}$, (v.) b^c
2. Add together : $5a-2b+6c$; $-2a+5b+c$; $3a-7b-5c$; $a+b-c$.

Drawing (with brush and in colour).

1. An original illustration for a scene from (a), *Old Mortality*, or, (b), *The Holy War*, with a title.
2. A flower (wild if possible) from nature.

Musical Appreciation.

What music by Purcell have you heard this term? Describe one of the compositions.

Recitations.

Father to choose a hymn, a poem, a ballad, or a scene from *The Merchant of Venice*, and two passages from the Bible Lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.